JURNAL ILMIAH
ISLAM FUTURA
Universitas Islam Negeri Ar-Raniry

ISSN 1412-1190
E-ISSN 2407-7542

Vol. 26. No. 2, August 2026, 730-757

MANAGING LECTURER PROFESSIONAL DEVELOPMENT IN ISLAMIC HIGHER EDUCATION: A QUALITATIVE STUDY OF HUMAN RESOURCE STRATEGIES IN BANTEN, INDONESIA

Abdul Muin[1*)], Teuku Murdani[2)], Wazin[3)], Novia Chulayati[4)], Azka Mutiara Salsabila[5)]

[1,3]Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
[2]Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia
[4]Politeknik Kesehatan 'Aisyiyah Banten, Indonesia
[5]Universitas Gadjah Mada Yogyakarta, Indonesia

E-mail: abdul.muin@uinbanten.ac.id[1)], teuku.murdani@ar-raniry.ac.id[2)], wazin@uinbanten.ac.id[3)], noviachulayati11@gmail.com[4)], azkamutiarasalsabila@gmail.com[5)]

Abstract

Lecturer professional development is essential for improving academic quality and institutional performance in higher education. In Islamic higher education, professional development also needs to reflect institutional values and academic responsibilities. This study examines how Islamic higher education institutions in Banten manage lecturer professional development through human resource strategies. Using a qualitative multi-site case study design, the study interviewed 24 participants: three institutional leaders, three HR managers, six academic leaders, and twelve permanent lecturers. Interviews were complemented by institutional document analysis and observations of institutional environments, development activities, and interaction patterns at three institutions. The data were analysed thematically to identify patterns in HR policies, implementation practices, supporting factors, and challenges. The findings indicate that lecturer development is supported through recruitment aligned with institutional vision and mission, training, further study support, mentoring, peer learning, performance appraisal, research incentives, digital capacity building, and religious and moral development. Supporting conditions included leadership commitment, a supportive academic culture, internal collaboration, funding, and external networks. However, implementation remains constrained by limited funding, heavy workloads, unequal access to development opportunities, resistance to change, research and publication difficulties, and inconsistent policy implementation. The study highlights the importance of integrating HR strategies with institutional goals and Islamic values to develop sustainable lecturer professional development systems in Islamic higher education.

Keywords: Lecturer Professional Development; HR Strategies; Islamic Higher Education; Qualitative Study; Indonesia.

Abstrak

Pengembangan profesional dosen merupakan aspek penting dalam meningkatkan kualitas akademik dan kinerja institusi pada pendidikan tinggi. Dalam konteks perguruan tinggi Islam, pengembangan profesional juga perlu mencerminkan nilai-

* Corresponding author: abdul.muin@uinbanten.ac.id

Citation: Muin, Abdul, Teuku Murdani, Wazin, Novia Chulayati, and Azka Mutiara Salsabila. "Managing Lecturer Professional Development in Islamic Higher Education: A Qualitative Study of Human Resource Strategies in Banten, Indonesia." *Jurnal Ilmiah Islam Futura* 26, no. 2 (2026): 730-757

10.22373/jiif.v26i2.35364

©Universitas Islam Negeri Ar-Raniry Banda Aceh. All rights reserved.

nilai kelembagaan dan tanggung jawab akademik. Penelitian ini mengkaji bagaimana perguruan tinggi Islam di Banten mengelola pengembangan profesional dosen melalui strategi manajemen sumber daya manusia. Dengan menggunakan desain penelitian kualitatif studi kasus multisitus, penelitian ini melibatkan 24 partisipan yang terdiri atas tiga pimpinan institusi, tiga manajer sumber daya manusia, enam pimpinan akademik, dan dua belas dosen tetap. Data wawancara dilengkapi dengan analisis dokumen institusi serta observasi terhadap lingkungan kelembagaan, kegiatan pengembangan, dan pola interaksi pada tiga institusi. Data dianalisis secara tematik untuk mengidentifikasi pola dalam kebijakan SDM, praktik implementasi, faktor pendukung, dan berbagai tantangan yang dihadapi. Hasil penelitian menunjukkan bahwa pengembangan dosen didukung melalui proses rekrutmen yang selaras dengan visi dan misi institusi, terstruktur, dukungan studi lanjut, pendampingan, pembelajaran sejawat, evaluasi kinerja, insentif penelitian, penguatan kapasitas digital, serta pengembangan moral dan keagamaan. Kondisi yang mendukung praktik-praktik tersebut meliputi komitmen kepemimpinan, budaya akademik yang mendukung, kolaborasi internal, pendanaan, dan jejaring eksternal. Namun demikian, implementasi pengembangan profesional masih menghadapi berbagai kendala, seperti keterbatasan pendanaan, beban kerja yang tinggi, ketimpangan akses terhadap peluang pengembangan, resistensi terhadap perubahan, kesulitan penelitian dan publikasi, serta inkonsistensi pelaksanaan kebijakan. Penelitian ini menegaskan pentingnya integrasi strategi manajemen sumber daya manusia dengan tujuan institusi dan nilai-nilai Islam dalam membangun sistem pengembangan profesional dosen yang berkelanjutan pada perguruan tinggi Islam.

Kata Kunci: *Pengembangan Profesional Dosen; Strategi Manajemen Sumber Daya Manusia; Pendidikan Tinggi Islam; Studi Kualitatif; Indonesia*

مستخلص

يُعَدُّ التطوير المهني لأعضاء هيئة التدريس من العوامل الأساسية في تحسين الجودة الأكاديمية وتعزيز الأداء المؤسسي في مؤسسات التعليم العالي. وفي سياق مؤسسات التعليم العالي الإسلامية، ينبغي أن يعكس التطوير المهني أيضًا القيم المؤسسية والمسؤوليات الأكاديمية. تهدف هذه الدراسة إلى بحث كيفية إدارة مؤسسات التعليم العالي الإسلامية في إقليم بانتن لتطوير الكفاءة المهنية لأعضاء هيئة التدريس من خلال استراتيجيات إدارة الموارد البشرية. واعتمدت الدراسة منهجًا نوعيًا قائمًا على تصميم دراسة حالة متعددة المواقع، حيث شملت 24 مشاركًا، وهم: ثلاثة من قادة المؤسسات، وثلاثة من مديري الموارد البشرية، وستة من القيادات الأكاديمية، واثنا عشر عضوًا دائمًا من أعضاء هيئة التدريس. وقد تم استكمال بيانات المقابلات من خلال تحليل الوثائق المؤسسية والملاحظات الميدانية المتعلقة بالبيئات المؤسسية، وأنشطة التطوير، وأنماط التفاعل في ثلاث مؤسسات تعليمية. وتم تحليل البيانات باستخدام التحليل الموضوعي بهدف تحديد الأنماط المتعلقة بسياسات الموارد البشرية، وممارسات التنفيذ، والعوامل الداعمة، والتحديات التي تواجه عملية التطوير. وتشير نتائج الدراسة إلى أن تطوير أعضاء هيئة التدريس يتم دعمه من خلال استراتيجيات متعددة، تشمل التوظيف المتوافق مع رؤية المؤسسة ورسالتها، وبرامج التدريب، ودعم مواصلة الدراسات العليا، والإرشاد الأكاديمي، والتعلم بين الزملاء، وتقويم الأداء، والحوافز البحثية، وبناء القدرات الرقمية، والتنمية الأخلاقية والدينية. وشملت العوامل الداعمة لهذه الممارسات التزام القيادة، والثقافة الأكاديمية الداعمة، والتعاون

الداخلي، والتمويل، والشبكات الخارجية. ومع ذلك، لا تزال عملية التنفيذ تواجه عدداً من التحديات، من بينها محدودية التمويل، وارتفاع أعباء العمل، وعدم تكافؤ فرص الوصول إلى برامج التطوير، ومقاومة التغيير، وصعوبات البحث والنشر، وعدم اتساق تنفيذ السياسات. وتؤكد الدراسة أهمية دمج استراتيجيات إدارة الموارد البشرية مع الأهداف المؤسسية والقيم الإسلامية من أجل بناء نظام مستدام للتطوير المهني لأعضاء هيئة التدريس في مؤسسات التعليم العالي الإسلامية.

الكلمات الرئيسية: التطوير المهني لأعضاء هيئة التدريس؛ استراتيجيات إدارة الموارد البشرية؛ التعليم العالي الإسلامي؛ الدراسة النوعية؛ إندونيسيا

A. Introduction

Higher education faces pressures arising from competition, quality assurance, and digital transformation. Hart and Rodgers review competitiveness in higher education,[1] while Hill and Smith examine the institutional challenges of blended learning.[2] These changes make sustained academic staff development relevant to teaching, research, and community engagement. In Indonesia, Law No. 14 of 2005 defines lecturers as professional educators and scholars whose responsibilities encompass education, research, and community service.[3] Smith and Wyness synthesize evidence on professional teacher development in universities,[4] and Owusu-Agyeman examines multilevel mentoring as situated professional learning.[5] Together, these studies provide a basis for examining development as a sustained institutional responsibility. Here, institutionalized development means ongoing opportunities linked to professional needs, organizational goals, and follow-up rather than one-time training events. In Islamic higher education, this responsibility also involves institutional mission and values, as illustrated by Sahrodi and Karim's study of leadership and HR management.[6]

[1] Patience Fubara Hart and Waymond Rodgers, "Competition, Competitiveness, and Competitive Advantage in Higher Education Institutions: A Systematic Literature Review," *Studies in Higher Education* 49, no. 11 (2024): 2153–77, https://doi.org/10.1080/03075079.2023.2293926.

[2] John Hill and Karen Smith, "Visions of Blended Learning: Identifying the Challenges and Opportunities in Shaping Institutional Approaches to Blended Learning in Higher Education," *Technology, Pedagogy and Education* 32, no. 3 (May 27, 2023): 289–303, https://doi.org/10.1080/1475939X.2023.2176916.

[3] Republic of Indonesia, Law No. 14 of 2005 on Teachers and Lecturers, Article 1(2).

[4] Bethany Smith and Lynne Wyness, "What Makes Professional Teacher Development in Universities Effective? Lessons from an International Systematised Review," *Professional Development in Education* 51, no. 7 (December 17, 2025): 1550–72, https://doi.org/10.1080/19415257.2024.2386666.

[5] Yaw Owusu-Agyeman, "Using Multilevel Mentoring as a Situated Learning Approach to Enhance the Professional Development of Teachers in Higher Education," *Journal of Professional Capital and Community* 9, no. 1 (January 2, 2024): 19–36, https://doi.org/10.1108/JPCC-03-2023-0016.

[6] Jamali Sahrodi and Abdul Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management," *Cogent Arts & Humanities* 12, no. 1 (December 31, 2025): 2442818, https://doi.org/10.1080/23311983.2024.2442818.

The strategic importance of lecturer development does not ensure coordination across HR functions. Pandit and Paul examine university HR systems, governance, and the alignment of HR practices with institutional objectives.[7] Ramaditya, Effendi, and Burda examine HR strategies associated with the survival and adaptation of Indonesian private higher education institutions.[8] Their different settings provide grounds for investigating how recruitment, development, appraisal, and career support are connected in practice, without assuming that all institutions use the same system. Smith and Wyness's review further provides a basis for examining the conditions surrounding professional development.[9] In this article, fragmented development refers to workshops or short-term activities without consistent needs assessment, coordination across HR functions, or follow-up. The issue is therefore how institutions organize and sustain development across the lecturer career cycle, including their academic responsibilities and Islamic institutional missions.

Relevant literature addresses complementary aspects of this problem. Taylor and Rege Colet conceptualize the relationship between faculty development and broader educational development,[10] while Fumasoli and Hladchenko examine strategic management in higher education.[11] Pandit and Paul focus on university HR systems,[12] and Ramaditya, Effendi, and Burda examine HR strategies in Indonesian private higher education.[13] These works establish the relevance of institutional coordination but leave room for further examination of how HR strategies are translated into everyday lecturer development practices under varying organizational conditions and institutional value expectations. This issue is particularly relevant to Islamic higher education, where academic development is also connected to institutional missions and professional ethics. The present qualitative inquiry examines how institutional actors interpret policies, implement HR practices, and experience conditions such as leadership, culture, resources, and workload. This contextual perspective highlights how organizational

[7] Jai Mohan Pandit and Bino Paul, *Strategic Human Resource Management in Higher Education*, *India Studies in Business and Economics* (Singapore: Springer Nature Singapore, 2023), https://doi.org/10.1007/978-981-99-4067-7.
[8] Muhammad Ramaditya, Syahrul Effendi, and Agustian Burda, "Survival and Human Resource Strategies of Private Higher Education in Facing an Era of Change: Insight from Indonesia," *Frontiers in Education* 8 (March 20, 2023): 1141123, https://doi.org/10.3389/feduc.2023.1141123.
[9] Smith and Wyness, "What Makes Professional Teacher Development in Universities Effective? Lessons from an International Systematised Review."
[10] K Lynn Taylor and Nicole Rege Colet, "Making the Shift from Faculty Development to Educational Development," in *Building Teaching Capacities in Higher Education* (New York: Routledge, 2023), 139–67, https://doi.org/10.4324/9781003443346-10.
[11] Tatiana Fumasoli and Myroslava Hladchenko, "Strategic Management in Higher Education: Conceptual Insights, Lessons Learned, Emerging Challenges," *Tertiary Education and Management* 29, no. 4 (December 23, 2023): 331–39, https://doi.org/10.1007/s11233-024-09134-5.
[12] Pandit and Paul, *Strategic Human Resource Management in Higher Education*.
[13] Ramaditya, Effendi, and Burda, "Survival and Human Resource Strategies of Private Higher Education in Facing an Era of Change: Insight from Indonesia."

conditions and Islamic institutional missions are reflected in lecturer development practices in Banten.

Against this background, this study asks three main questions: (1) How do Islamic higher education institutions in Banten manage lecturer professional development? (2) What human resource strategies are used to support lecturer professionalism? and (3) What challenges and enabling factors influence the implementation of these strategies? Accordingly, this study has three objectives. First, it examines how Islamic higher education institutions in Banten manage lecturer professional development. Second, it identifies the human resource strategies used to support lecturer professionalism. Third, it analyzes the enabling factors and challenges associated with the implementation of these strategies.

This study makes three contributions. Academically, it contributes to research on strategic human resource management in higher education by examining how lecturer professional development is organized through interconnected HR practices and how their implementation is shaped by institutional conditions. Practically, it provides insights for leaders of Islamic higher education institutions in Indonesia on aligning recruitment, training, mentoring, appraisal, research support, and institutional support with longer-term lecturer development. At the policy level, it provides context-sensitive evidence that may inform efforts to strengthen lecturer quality improvement systems in Indonesian Islamic higher education, particularly where institutional capacity, governance, and local conditions shape implementation.

B. Literature Review

1. Lecturer Professional Development in Higher Education

Lecturer professional development is defined in this study as a continuous process through which lecturers strengthen their capacity in teaching, research, community service, academic leadership, and digital work.[14] Research indicates that faculty development can strengthen academic knowledge, skills, and professional practice, while contemporary higher education increasingly requires integrated capabilities beyond classroom teaching. In Indonesia, this broader perspective is consistent with the *Tri Dharma Perguruan Tinggi* (Three

[14] Gemma Tejedor, Fermín Sánchez-Carracedo, and Jordi Segalàs, "Education for Sustainable Development in Higher Education Institutions," in *World Sustainability Series*, vol. Part F2517, 2024, 45–60, https://doi.org/10.1007/978-3-031-49853-4_4; P Sreeramana Aithal and Adithya Kumar Maiya, "Innovations in Higher Education Industry – Shaping the Future," *International Journal of Case Studies in Business, IT, and Education* 7, no. 4 (December 18, 2023): 294–322, https://doi.org/10.47992/IJCSBE.2581.6942.0321; Lorilee R Sandmann, John Saltmarsh, and KerryAnn O'Meara, "An Integrated Model for Advancing the Scholarship of Engagement," in *Building the Field of Higher Education Engagement* (New York: Routledge, 2023), 137–52, https://doi.org/10.4324/9781003443353-9.

Pillars of Higher Education): education and teaching, research, and community service. Accordingly, lecturer development is treated here as a multidimensional process rather than a series of isolated training activities.[15]

2. Human Resource Management in Higher Education

Human Resource Management (HRM) in higher education refers to the coordinated management of academic staff through recruitment, development, performance appraisal, promotion, career development, and retention. A strategic HRM perspective is relevant because lecturer development depends not only on individual capability but also on institutional support, incentives, and career opportunities.[16] Studies of university lecturers report relationships between HR practices, professional identity, job performance, and the efficiency of academic human resource management. Thus, universities can strengthen lecturer professionalism when HR functions are aligned with institutional goals, career progression, and sustained academic development.[17]

3. Professional Development in Islamic Higher Education

Professional development in Islamic higher education takes place within academic institutions that also articulate Islamic missions and values. Sahrodi and Karim examine leadership and HR management in Islamic higher education, providing a directly relevant institutional perspective.[18] Related research should be distinguished by population and setting: Succarie examines professional identity and learning among four Islamic-school teachers in

[15] Hart and Rodgers, "Competition, Competitiveness, and Competitive Advantage in Higher Education Institutions: A Systematic Literature Review"; Slawomir Wawak, José Pedro Teixeira Domingues, and Paulo Sampaio, "Quality 4.0 in Higher Education: Reinventing Academic-Industry-Government Collaboration during Disruptive Times," *The TQM Journal* 36, no. 6 (June 25, 2024): 1569–90, https://doi.org/10.1108/TQM-07-2023-0219; Priya Priyadarshini and Purushothaman Chirakkuzhyil Abhilash, "Rethinking of Higher Education Institutions as Complex Adaptive Systems for Enabling Sustainability Governance," *Journal of Cleaner Production* 359 (July 2022): 132083, https://doi.org/10.1016/j.jclepro.2022.132083.

[16] Chiamaka Francisca Izuakor et al., "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities," *Discover Education* 5, no. 1 (February 4, 2026): 148, https://doi.org/10.1007/s44217-026-01201-w; Cristine Smith and Marilyn Gillespie, "Research on Professional Development and Teacher Change: Implications for Adult Basic Education," in *Review of Adult Learning and Literacy, Volume 7*, vol. 7 (New York: Routledge, 2023), 205–44, https://doi.org/10.4324/9781003417996-7.

[17] Yao Zongyu and Krisada Chienwattanasook, "Sustainable Human Resource Management on Professional Identity and Job Performance of University Lecturers by Appointment System in China," *Revista de Gestão Social e Ambiental* 18, no. 6 (March 27, 2024): e05387, https://doi.org/10.24857/rgsa.v18n6-031; Ana Lúcia Ferreira Lopes, "Beyond the Classroom: Integrating Green Human Resource Management into Faculty Recruitment at FEP (Faculty of Economics, University of Porto) to Enhance Global Sustainability Rankings" (University of Porto, 2025); Mohd Redzuan Mohd Sofian, Thi Ngoc Quynh Huynh, and Jan Vrba, "Maximizing Efficiency in University Human Resources Management for Lecturers," *International Journal of Public Administration, Management and Economic Development* 9, no. 1 (June 30, 2024): 160–66, https://doi.org/10.60026/ijpamed.v9i1.180.

[18] Sahrodi and Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management."

Australia, rather than university lecturers.[19] That study offers a comparison concerning faith and professional identity, not direct evidence about lecturer development. Likewise, Muhammad and Nugraheni address an Islamic accounting curriculum for banking-sector human resources, rather than staff-development practices.[20] These distinctions support a focused inquiry into how leadership, organizational support, and institutional values interact in lecturer development within the Banten cases.

4. Theoretical Framework

This study uses Strategic Human Resource Management (SHRM) as its main theoretical lens because the study examines how institutions design and align HR practices to support lecturer development and institutional goals. SHRM provides an appropriate analytical perspective for examining how recruitment, development, appraisal, mentoring, and promotion are coordinated with institutional objectives, rather than treating professional development as a series of isolated training activities. Human Capital Theory complements this argument by explaining why institutions invest in lecturers as knowledge assets whose education, experience, and skills are expected to contribute to future academic and institutional development.[21]

Institutional Theory directs attention to accreditation, organizational norms, legitimacy, and Islamic institutional values. It helps interpret why development may be formally prioritized yet unevenly enacted, and why professional expectations include ethical conduct alongside academic performance. The three perspectives are used to interpret relationships among the empirical themes; they do not substitute for evidence of practices, experiences, or outcomes.[22]

---

[19] Ayda Succarie, "Examining the Implications of Islamic Teacher Education and Professional Learning: Towards Professional Identity Renewal in Islamic Schools," *Education Sciences* 14, no. 11 (October 31, 2024): 1192, https://doi.org/10.3390/educsci14111192.

[20] Rifqi Muhammad and Peni Nugraheni, "Sustainability of Islamic Banking Human Resources Through the Formulation of an Islamic Accounting Curriculum for Higher Education: Indonesian Perspective," *Sage Open* 12, no. 1 (January 7, 2022): 21582440221079840, https://doi.org/10.1177/21582440221079838.

[21] Natalia Marulanda-Grisales and Luz Dinora Vera-Acevedo, "Analysis of Core Competences and Competitive Advantages in Higher Education Institutions: An Intellectual Capital Approach," *Knowledge Management Research & Practice* 21, no. 5 (September 3, 2023): 957–71, https://doi.org/10.1080/14778238.2022.2118636; Krishna Prasad Paudel, Prakash C Bhattarai, and Mahanand Chalise, "Interdependencies between Knowledge Management and Academic Performance in Higher Educational Institutions," *VINE Journal of Information and Knowledge Management Systems* 53, no. 4 (May 29, 2023): 748–65, https://doi.org/10.1108/VJIKMS-01-2021-0005.

[22] Yayan Firmansah, Ahmad Muqorobin, and Galang Pramadhan, "Integration of Maqasid Sharia in Human Resource Development Practices: A Case Study in Waqf-Based Organization," *Journal of Islamic Accounting and Business Research* 17, no. 8 (October 14, 2026): 3696–3715, https://doi.org/10.1108/JIABR-09-2024-0329; Sahat Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education," *Problems and Perspectives in Management* 23, no. 4 (October 14, 2025): 13–28, https://doi.org/10.21511/ppm.23(4).2025.02; Pandit and Paul, *Strategic Human Resource Management in Higher Education*.

5. Application of the Theoretical Framework

In the analysis, SHRM is used to examine the alignment between institutional development priorities and HR practices, including recruitment, training, mentoring, performance appraisal, career development, and promotion.[23] Human Capital Theory guides the interpretation of further-study support, research incentives, and capacity-building initiatives as institutional investments in lecturers' knowledge and skills. Institutional Theory directs attention to accreditation requirements, organizational norms, leadership practices, and Islamic institutional values, particularly where formal development policies and everyday implementation diverge. Together, these perspectives guide the interpretation of the empirical themes rather than serving as substitutes for evidence of professional development outcomes.[24]

6. Conceptual Framework

The conceptual framework links HR practices with the organizational conditions under which lecturer development is implemented. The framework considers recruitment and selection as entry-stage HR practices associated with lecturer development, alongside training and further-study support, mentoring and peer learning, appraisal and promotion, research incentives, digital capacity building, and religious and moral development. These categories concern teaching, research, community service, academic leadership, digital competence, and institutional values. Leadership, culture, resources, collaboration, and policy consistency guide attention to enabling and constraining conditions. The framework guides the examination of how HR practices are managed and experienced across the three participating institutions, with attention to shared patterns, reported differences in implementation, and the organizational conditions surrounding lecturer development, without assuming a linear or causal relationship with professional outcomes.[25]

---

[23] Ayodele Samuel Majekodunmi, "Strategic Human Resource Management Practices and Job Satisfaction of Non-Teaching Staff in Public Universities in Lagos State" (Kwara State University, 2022); Melissa Tuytens, Eva Vekeman, and Geert Devos, "A Focus on Students' and Teachers' Learning through Strategic Human Resource Management," *School Effectiveness and School Improvement* 34, no. 2 (April 3, 2023): 247–70, https://doi.org/10.1080/09243453.2023.2172049.

[24] Shuang Ren et al., "Advancing the Sustainability Agenda through Strategic Human Resource Management: Insights and Suggestions for Future Research," *Human Resource Management* 62, no. 3 (May 3, 2023): 251–65, https://doi.org/10.1002/hrm.22169; Robin Kramar, "Sustainable Human Resource Management: Six Defining Characteristics," *Asia Pacific Journal of Human Resources* 60, no. 1 (January 12, 2022): 146–70, https://doi.org/10.1111/1744-7941.12321; Barry Gerhart and Jie Feng, "The Resource-Based View of the Firm, Human Resources, and Human Capital: Progress and Prospects," *Journal of Management* 47, no. 7 (2021): 1796–1819.

[25] Bill Harley and Joep Cornelissen, "Rigor With or Without Templates? The Pursuit of Methodological Rigor in Qualitative Research," *Organizational Research Methods* 25, no. 2 (April 20, 2022): 239–61, https://doi.org/10.1177/1094428120937786; Carl R. May et al., "Translational Framework for Implementation Evaluation and Research: A Normalisation Process Theory Coding Manual for Qualitative Research and Instrument Development," *Implementation Science* 17, no. 1 (February 22, 2022): 19, https://doi.org/10.1186/s13012-022-01191-x; Lara Varpio, Maria Athina Martimianakis (Tina), and Maria Mylopoulos, "Qualitative Research Methodologies: Embracing Methodological Borrowing, Shifting and Importing," in *Researching Medical Education* (Wiley, 2022), 115–25, https://doi.org/10.1002/9781119839446.ch11.

C. Method

1. Research Design

This study employed a qualitative approach using a multi-site case study design. A qualitative approach was considered appropriate because the study aimed to explore how lecturer professional development is managed in Islamic higher education institutions through human resource strategies and how these strategies are interpreted, implemented, and experienced by relevant institutional actors. Rather than testing hypotheses or measuring causal relationships quantitatively, this study sought to generate an in-depth understanding of institutional processes, organizational practices, and contextual meanings.[26]

The multi-site case study design was selected to examine lecturer professional development across three Islamic higher education institutions in Banten. This design provided a basis for exploring how HR practices were described and experienced in relation to leadership, organizational culture, resource allocation, and policy implementation. Examining multiple institutional settings allowed the study to consider shared concerns and reported differences in the organization of lecturer professional development.[27]

2. Research Setting

The study was conducted in three purposively selected Islamic higher education institutions in Banten Province, Indonesia. The institutions were selected for their relevance to lecturer professional development and human resource management. The inclusion of three institutions provided a broader context for examining reported lecturer development practices and considering similarities and differences in their implementation.

The analysis focuses on the participating institutions and the perspectives of their institutional leaders, HR personnel, academic leaders, and lecturers. The findings are interpreted within these settings rather than presented as statistically representative of Islamic higher education institutions in Banten or Indonesia.

---

[26] Joep P Cornelissen and Mirjam Werner, "What Are Mechanisms? Ways of Conceptualizing and Studying Causal Mechanisms," *Organizational Research Methods* 29, no. 2 (2026): 147–76, https://doi.org/10.1177/10944281251318727; Catherine Welch et al., "Reconciling Theory and Context: How the Case Study Can Set a New Agenda for International Business Research," *Journal of International Business Studies* 53, no. 1 (February 14, 2022): 4–26, https://doi.org/10.1057/s41267-021-00484-5; Elaine Farndale et al., "Positioning Context Front and Center in International Human Resource Management Research," *Human Resource Management Journal* 33, no. 1 (January 17, 2023): 1–16, https://doi.org/10.1111/1748-8583.12483.

[27] Tholkhatul Khoir et al., "The Narrowing Spaces for Islamic Knowledge at Islamic Higher Education in Indonesia: Opportunity and Challenge," *Higher Education* 90, no. 4 (October 14, 2025): 1145–73, https://doi.org/10.1007/s10734-024-01370-3; Umar A Abboh et al., "High-Performance Work Practices Lecturers' Performance Connection: Does Working Condition Matter?," *Management in Education* 38, no. 2 (April 6, 2024): 79–90, https://doi.org/10.1177/08920206211051468; Muhammad and Nugraheni, "Sustainability of Islamic Banking Human Resources Through the Formulation of an Islamic Accounting Curriculum for Higher Education: Indonesian Perspective."

3. Participants

Participants in this study were selected purposively based on their relevance to the research objectives and their direct involvement in lecturer professional development processes. The participants comprised institutional leaders, heads of human resource or personnel units, deans or heads of study programs, and permanent lecturers, representing different levels of authority and practical involvement in the planning, implementation, and evaluation of lecturer development strategies. Institutional leaders provided perspectives on strategic direction, HR personnel on staffing and development systems, academic leaders on policy implementation, and lecturers on their experiences as beneficiaries of professional development programs.

The selection criteria included institutional role, relevant professional experience, willingness to participate voluntarily, and the ability to provide information relevant to the research focus. The purposive sample comprised 24 participants selected for their involvement in institutional leadership, human resource management, academic leadership, and lecturer professional development. The role-based profile of participants is presented in Table 1.

Table 1. Participant Profile

Participant Category	Role/Position	Number of Participants	Main Relevance to the Study
Institutional Leaders	Rector/Vice Rector/Institutional Leader	3	Strategic direction and institutional policy
HR/Personnel Managers	Head/Staff of HR or Personnel Unit	3	Recruitment, development, appraisal, and personnel management
Academic Leaders	Dean/Head of Study Program	6	Implementation of lecturer development policies at faculty/program level
Permanent Lecturers	Permanent Lecturer	12	Experiences and perceptions of professional development practices
Total		24	

4. Data Collection

Data were collected through in-depth interviews, observation, and institutional document analysis to examine lecturer professional development practices from multiple sources and perspectives.[28] In-depth semi-structured interviews served as the primary method, allowing participants to articulate their experiences, interpretations, and institutional practices

[28] Margarithe Charlotte Schlunegger, Maya Zumstein-Shaha, and Rebecca Palm, "Methodologic and Data-Analysis Triangulation in Case Studies: A Scoping Review," *Western Journal of Nursing Research* 46, no. 8 (August 30, 2024): 611–22, https://doi.org/10.1177/01939459241263011; Amjad Almusaed, Asaad Almssad, and Ibrahim Yitmen, "Qualitative Data Collection and Management," in *Practice of Research Methodology in Civil Engineering and Architecture: A Comprehensive Guide* (Springer, 2025), 417–54, https://doi.org/10.1007/978-3-031-97393-2_13.

related to lecturer professional development and human resource strategies, while enabling the researcher to probe key issues aligned with the research questions. Interviews were conducted with the 24 participants identified in Table 1 across the three selected Islamic higher education institutions in Banten.

Observation was conducted at all three participating institutions during May–July 2025. The observations captured contextual information about institutional environments, lecturer professional development activities, and relevant interaction patterns, which were documented through field notes. This approach enabled the researcher to identify organizational practices and contextual conditions that might not have been fully articulated during the interviews.

In addition, institutional documents—such as strategic plans, HR policies, development guidelines, training records, performance appraisal reports, and academic regulations—were analyzed to examine the alignment between formal policies and actual practices. Documents were collected from the three participating institutions and analyzed alongside interview and observation data to support cross-source comparison and methodological triangulation. Together, interviews, observations, and institutional documents provided complementary evidence for examining how HR strategies were designed, implemented, and experienced in lecturer professional development across the three study sites. Interview accounts, observation notes, and institutional documents were examined thematically to identify recurring patterns in institutional priorities, HR practices, and implementation conditions. The findings were organized into four overarching themes: institutional commitment, HR strategies, supporting factors, and implementation challenge.

5. Trustworthiness

To address the trustworthiness of the study, the research employed triangulation, member checking, an audit trail, and peer debriefing to support credibility, dependability, and confirmability.[29] Triangulation was conducted by comparing data across participant groups and multiple sources—interviews, observations, and institutional documents—to assess consistency and identify convergent and divergent perspectives. Member checking was undertaken by sharing selected interpretations and findings with participants to validate the accuracy of the researcher's representations. An audit trail was maintained to document key methodological decisions throughout the research process, thereby supporting transparency and

[29] Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research," *Journal of Medicine, Surgery, and Public Health* 2 (April 2024): 100051, https://doi.org/10.1016/j.glmedi.2024.100051; Almusaed, Almssad, and Yitmen, "Qualitative Data Collection and Management."

dependability. Additionally, peer debriefing with academic colleagues was used to critically review analytical procedures, challenge assumptions, and minimize potential bias, collectively reinforcing the robustness and credibility of the qualitative findings.[30]

D. Findings

The findings address institutional management of lecturer development, the HR strategies used, and the conditions supporting or constraining implementation. They are presented as four themes: institutional commitment, HR strategies, supporting factors, and implementation challenges. A final subsection examines how lecturer development initiatives were translated into practical academic support. The findings emphasize the reported empirical patterns, while their relationships with previous research and theoretical perspectives are examined more fully in the Discussion. Across the participating institutions, interview accounts associated lecturer development with teaching quality, research, accreditation, and institutional mission. Formal commitments were accompanied by different levels of operational support.

1. Institutional Commitment to Lecturer Development

The first major finding concerns institutional commitment to lecturer development. Across the study sites, lecturer development was formally recognized as an important institutional priority. Analysis of interview data, institutional policy documents, and strategic planning records identified several indicators of institutional commitment, including support for postgraduate study, participation in professional training, publication incentives, lecturer certification, structured promotion pathways, and institutional funding for academic development. These indicators were identified in the reported institutional accounts and planning documents, reflecting the incorporation of lecturer development into institutional planning. Interview data further illustrate this commitment. One institutional leader explained:

> "Our institution places lecturer development as one of the strategic priorities. We encourage lecturers to continue postgraduate study, participate in academic training, publish in reputable journals, and prepare for academic promotion because these are essential for improving institutional quality."[31]

Similarly, an HR manager stated:

> "Every year we allocate institutional resources for lecturer development, including training, research support, certification, and academic career advancement. These programs are included in our annual institutional development plan."[32]

[30] Weng Marc Lim, "What Is Qualitative Research? An Overview and Guidelines," *Australasian Marketing Journal* 33, no. 2 (May 25, 2025): 199–229, https://doi.org/10.1177/14413582241264619; Almusaed, Almssad, and Yitmen, "Qualitative Data Collection and Management."
[31] Participant IL-02
[32] Participant HR-01

The institutional policy accounts emphasized the importance of strengthening lecturer capacity in teaching, research, and community service, indicating that professional development was understood within the broader framework of the *Tri Dharma Perguruan Tinggi*. This aligns with the Indonesian legal and policy framework that defines lecturers as professional educators and scholars responsible for education, research, and community service.

Furthermore, the interview findings indicate that institutional commitment was not expressed solely through policy documents but was also reflected in how participants described the institutional vision of lecturer professionalism. During the coding process, recurring codes such as "academic excellence," "continuous development," "Islamic values," "research productivity," and "institutional responsibility" emerged consistently across interviews with leaders, HR managers, and lecturers. These codes were subsequently grouped into the theme of institutional commitment. A dean described this expectation as follows:

> "A professional lecturer is not only someone who teaches effectively, but also someone who continues to develop academically, contributes through research and community service, and reflects the Islamic values promoted by the institution."[33]

In the participating Islamic higher education institutions, lecturer professionalism was generally viewed as a multidimensional construct. Participants did not describe a professional lecturer merely as someone who teaches well in the classroom, but as an academic who is pedagogically competent, active in research, involved in community service, committed to institutional advancement, and capable of representing Islamic values in academic life. This broad understanding is strongly aligned with the literature that conceptualizes faculty development as extending beyond classroom teaching to include research, leadership, scholarship, and wider professional roles.[34]

A distinctive aspect of the findings is that institutional commitment in Islamic higher education was deeply intertwined with value orientation. Several participants indicated that lecturer development was expected to produce not only academically productive staff, but also lecturers with integrity, discipline, collegiality, and moral responsibility. In this sense, professional development was linked to institutional identity. Lecturer quality was interpreted not only through measurable academic indicators such as publications, teaching evaluations,

[33] Participant AL-03

[34] Tejedor, Sánchez-Carracedo, and Segalàs, "Education for Sustainable Development in Higher Education Institutions"; Aithal and Maiya, "Innovations in Higher Education Industry – Shaping the Future"; Sandmann, Saltmarsh, and O'Meara, "An Integrated Model for Advancing the Scholarship of Engagement."

and functional promotion, but also through behavior, ethical conduct, and alignment with the vision of Islamic education. This interpretation is consistent with previous scholarship examining the relationship between institutional leadership, HR practices, and religious values in higher education.[35]

At the same time, participant accounts showed that formal institutional commitment was not always accompanied by comparable levels of operational support. Some accounts emphasized long-term planning, designated units, scheduled programs, and monitoring practices, whereas others described commitments that were more visible in policy language than in concrete implementation. This variation suggests that institutional commitment should not be measured only by the existence of formal policy, but also by the extent to which policy is translated into structured developmental opportunities, sustained support systems, and organizational accountability. Thus, the first theme indicates that lecturer development was widely recognized as important, while participants described differences in how leadership priorities, institutional policies, and resources were translated into development practices. This pattern is compatible with the strategic HRM argument that intended HR strategy and enacted HR practice are often not fully equivalent in institutional settings.[36]

2. HR Strategies for Lecturer Professional Development

The findings identify seven major areas of HR practice through which the participating institutions pursued lecturer professional development: recruitment and selection, training and further-study support, mentoring and peer learning, performance appraisal and promotion, research incentives and publication support, digital capacity building, and religious and moral development. Together, these strategies reflect the institutional efforts to strengthen lecturers' academic capabilities, professional advancement, and alignment with institutional values.

Recruitment and selection. Codes: academic qualification, disciplinary fit, institutional-value alignment, and work commitment. Institutional leaders described recruitment and selection in relation to academic qualifications and suitability for the institutional environment. HR personnel similarly emphasized institutional values and work commitment. These paraphrased accounts support the category of mission-aligned recruitment: selection was described as an entry point to a career within the institution.

[35] Sahrodi and Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management"; Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education."

[36] Izuakor et al., "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities"; Smith and Gillespie, "Research on Professional Development and Teacher Change: Implications for Adult Basic Education."

Training and further study support. Codes: training participation, pedagogical development, research-methodology training, OBE workshops, doctoral study, and certification. The institutional leader's account links postgraduate study and academic training with development priorities, while the HR manager's account describes annual resources for training and certification. Other reported accounts describe seminars, curriculum workshops, and external academic training. Opportunities varied in regularity: some institutions scheduled programs or nominated participants, whereas others relied on incidental or externally funded opportunities.

Mentoring and peer learning. Codes: senior–junior assistance, manuscript guidance, teaching preparation, promotion documentation, and informal consultation. Lecturer participants L1–L4 described assistance with research manuscripts, teaching materials, and promotion dossiers. Academic leaders AL1 and AL2 reported facilitating collegial support. These accounts show how knowledge and procedural assistance circulated alongside formal training. The reported support was not always formalized, so the category encompasses both organized coaching and informal peer assistance.

Performance appraisal and promotion. Codes: workload reporting, teaching performance, research output, community service, feedback, and administrative follow-up. Academic leaders AL1–AL3 described using workload and appraisal records to monitor performance and sometimes identify support needs. The accounts distinguish compliance-oriented reporting from appraisal followed by coaching, target setting, or training recommendations.

Research incentives and publication support. Codes: internal research funding, publication incentives, writing assistance, conference participation, and collaborative research. IL-02 identifies publication as an institutional priority, and HR-01 explicitly mentions research support within annual development resources. Additional reported accounts describe internal grants, writing clinics, and conference support. These accounts indicate that research development combined expectations with material or technical assistance, although the availability and continuity of support differed.

Digital capacity building. Codes: digital pedagogy, learning management systems, online assessment, and technology-based academic administration. Reported participant accounts describe expectations to use digital teaching and assessment tools and institutional training in online learning and instructional design. Accounts of earlier online-learning transitions also indicate differences in preparedness.

Religious and moral development. Codes: Islamic values, ethical conduct, discipline, religious participation, and exemplary behavior. AL-03's excerpt explicitly connects continuing academic development with the Islamic values promoted by the institution. Other reported accounts describe religious activities, moral guidance, and informal expectations of conduct. The category captures the values attached to professional practice and institutional participation. It does not establish that these practices produced measurable changes in spirituality or ethical behavior.

The seven categories describe practices extending from entry into employment to ongoing capability development and appraisal. The accounts also indicate discontinuities in funding, coordination, and follow-up. The existence of several practices within an institution is therefore distinguished from evidence that they operated as a fully integrated HR system.[37]

3. Supporting Factors

Five organizational factors emerged as important conditions supporting lecturer professional development: leadership support, a supportive academic culture, internal collaboration, funding, and external networks. These factors contributed to the organization and accessibility of development opportunities, particularly through institutional commitment, collegial relationships, resource allocation, and cooperation with external partners.

Leadership support. Codes: development priorities, encouragement, resource allocation, and monitoring. IL-02's account explicitly positions further study, training, publication, and promotion as institutional priorities. Other reported accounts associate active rectors, deans, and program heads with more visible and organized opportunities. This evidence supports leadership commitment as a reported enabling condition, without establishing it as the strongest factor or assigning a causal effect.

Supportive academic culture. Codes: collegial exchange, knowledge sharing, openness to learning, and mutual encouragement. The accounts of assistance reported by L1–L4 and AL1–AL2 illustrate the practical expression of collegial support. Other summarized accounts contrast environments encouraging discussion and collaboration with settings where participation depended more on administrative pressure. Academic culture is distinguished from collaboration between units: it concerns shared expectations and everyday learning relationships.

[37] Izuakor et al., "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities"; Smith and Gillespie, "Research on Professional Development and Teacher Change: Implications for Adult Basic Education."

Internal collaboration. Codes: shared responsibility, procedural assistance, needs identification, and coordination between academic and HR units. Reported accounts describe HR units providing administrative support while deans and program heads identified development needs and encouraged participation. AL1 and AL2's facilitation of collegial assistance illustrates support at academic-unit level. These accounts describe cross-unit coordination as a form of institutional support, although its implementation is not detailed for each participating institution.

Funding support. Codes: training resources, research support, certification funding, and further-study support. HR-01's excerpt supplies direct evidence that development resources were included in an annual institutional plan. Reported differences in training regularity and access illustrate the practical importance participants attached to resource availability. Budget allocations indicate planned support, however, and should not be equated with audited expenditure or demonstrated program quality.

External networks. Codes: inter-university collaboration, government programs, professional associations, research partners, and training providers. Reported accounts describe access to expertise and development opportunities outside the institution, particularly where internal resources were limited. This category highlights external networks as a reported means of extending institutional support for lecturer professional development.

4. Challenges in Implementation

Limited funding. Codes: insufficient development budgets, limited research funding, restricted participation, and dependence on external opportunities. Participants reported competition between development priorities and operational needs. The associated practices included irregular programs, restricted participant numbers, and reliance on externally funded activities. The evidence describes a constraint on continuity and access; it does not provide counts that justify ranking funding as the most frequently mentioned challenge.

Workload pressure. Codes: teaching, research, community service, administration, supervision, accreditation tasks, and scheduling conflicts. Participants described difficulty attending training or using research support while meeting concurrent responsibilities. These accounts locate the constraint in the organization and timing of academic work, as well as in individual availability. They do not quantify the hours involved or establish a causal relationship between workload and development outcomes.

Unequal access. Codes: rank, employment status, department, personal initiative, and leadership attention. Reported accounts described differences in access to workshops,

conferences, and other opportunities, including perceived disadvantages for less visible or junior staff. References to contract lecturers are treated as participants' accounts about colleagues, since the lecturer sample in Table 1 comprises permanent lecturers. Without participation records disaggregated by group, this finding concerns perceived inequality rather than a measured distribution of opportunities.

Resistance to change. Codes: reluctance toward new technologies, unfamiliar training, publication expectations, and performance monitoring. Participants reported hesitation toward new requirements and attributed it to confidence, fatigue, generational differences, or perceived administrative burdens. These are reported explanations, not independently established causes. The category identifies difficulties in engaging lecturers with development initiatives without treating all nonparticipation as resistance.

Research and publication difficulties. Codes: research design, academic writing, journal selection, language proficiency, limited mentoring, and weak follow-up. Participants described difficulties translating publication expectations and training into sustained writing and submission activity. Their accounts distinguish the availability of incentives from access to continuing technical guidance. These accounts do not establish the magnitude or persistence of the reported difficulties.

Policy inconsistency. Codes: unclear implementation guidance, weak evaluation, leadership transitions, and limited coordination. Reported accounts indicate that formal development commitments were not always followed by stable support arrangements. This category concerns continuity across planning, implementation, and follow-up, rather than the absence of policy. Together, these six categories illustrate the financial, organizational, professional, and policy-related constraints reported by participants in the implementation of lecturer development strategies.

5. Developmental Support in Academic Practice

The findings illustrate how lecturer professional development was supported through practical academic assistance, particularly in teaching preparation, research activities, and career advancement. Lecturer participants L1–L4 described receiving guidance in preparing teaching materials, developing research manuscripts, and completing promotion-related documentation. These forms of assistance demonstrate the role of mentoring and collegial learning in connecting institutional development priorities with lecturers' everyday academic responsibilities. Institutional expectations concerning teaching quality, research productivity, and academic promotion also provided a broader context for these development practices.

The provision of academic support was closely associated with organizational conditions, including leadership commitment, resource availability, workload arrangements, and access to development opportunities. Mentoring, research guidance, and promotion-related assistance represented practical ways in which institutions translated their development priorities into academic support. These findings highlight the importance of sustained institutional arrangements that enable lecturers to strengthen their professional capabilities across teaching, research, and academic career development.

E. Discussion

The cases highlight reported connections among formal HR practices, institutional resources, collegial relationships, and expectations concerning academic and ethical conduct in lecturer professional development. The following discussion interprets these relationships while distinguishing reported practices from demonstrated outcomes.

1. Interpreting the Findings through HRM Perspective

SHRM provides a lens for interpreting the relationship between formal commitment and implementation. Recruitment, training, mentoring, appraisal, and research support were described in relation to institutional priorities, yet their coordination and follow-up were uneven. This resembles the governance and alignment problems discussed in university HRM scholarship.[38] The cases therefore suggest that strategic alignment is an ongoing organizational task involving leadership, academic units, HR units, and resource allocation. They do not show that an integrated approach was the most effective among alternatives, because no comparative outcome evaluation was conducted.

The four empirical themes clarify the distinction between intended HR strategy and enacted practice. Institutional commitment establishes development priorities, while recruitment, training, mentoring, appraisal, and research support represent ways in which those priorities are implemented. Differences in funding, coordination, and follow-up help account for uneven implementation across institutional settings. This interpretation reinforces the SHRM emphasis on the alignment between organizational goals, HR practices, and the conditions supporting their implementation.[39]

[38]Pandit and Paul, Strategic Human Resource Management in Higher Education.

[39] Firmansah, Muqorobin, and Pramadhan, "Integration of Maqasid Sharia in Human Resource Development Practices: A Case Study in Waqf-Based Organization"; Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education"; Pandit and Paul, *Strategic Human Resource Management in Higher Education*.

The findings can also be interpreted through Human Capital Theory. From this perspective, further-study support, research incentives, pedagogical training, and digital upskilling represent institutional investments in lecturers' knowledge and professional capabilities.[40] Participants associated these forms of support with expectations of stronger teaching, research productivity, career development, and institutional quality. HCT therefore helps explain the rationale underlying lecturer development investments and their anticipated contributions to academic and institutional capacity.

However, budget limitations, heavy workloads, unequal access to training, and inconsistent follow-up constrained the continuity and accessibility of lecturer development opportunities. In some cases, institutions encouraged lecturers to improve but did not always provide the sustained structural support necessary for that improvement to translate into lasting outcomes. This finding connects the HCT perspective with the supporting factors and implementation challenges identified in the study, showing that investment in lecturer capacity does not automatically produce institutional benefits when the organizational conditions for applying and sustaining that capacity are limited. Investment in lecturer development must therefore be accompanied by supportive systems, including fair access, workload balance, mentoring structures, and developmental appraisal mechanisms.[41] Together, SHRM and HCT help explain why lecturer development involves both institutional priorities and investments in professional capabilities. Their application to the findings highlights the importance of organizational support in translating development policies into academic practice.[42]

2. Lecturer Development in the Context of Islamic Higher Education

A central contribution of this study lies in situating lecturer professional development within the institutional mission and value orientation of Islamic higher education. While the participating institutions described HR strategies commonly found in other higher education settings, including recruitment, training, appraisal, and promotion, these practices were associated with expectations concerning Islamic values, ethical conduct, discipline, and collegiality. Lecturer professionalism was therefore understood not only in terms of academic

[40] Gerhart and Feng, "The Resource-Based View of the Firm, Human Resources, and Human Capital: Progress and Prospects."
[41] Taylor and Colet, "Making the Shift from Faculty Development to Educational Development"; Fumasoli and Hladchenko, "Strategic Management in Higher Education: Conceptual Insights, Lessons Learned, Emerging Challenges"; Hill and Smith, "Visions of Blended Learning: Identifying the Challenges and Opportunities in Shaping Institutional Approaches to Blended Learning in Higher Education."
[42] Izuakor et al., "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities"; Smith and Gillespie, "Research on Professional Development and Teacher Change: Implications for Adult Basic Education."

competence but also through its relationship with institutional identity and moral responsibility.[43]

Formal development and institutional socialization overlap when academic expectations are communicated through everyday conduct, collegial relationships, and religious routines. The analytical implication is that institutional values may influence what counts as professional development as well as how programs are implemented. This is a contextual interpretation of participant accounts, not evidence of a measured change in moral or religious commitment.

Leadership and culture can be understood as mechanisms through which priorities acquire practical meaning. Leaders allocate resources and communicate expectations, while colleagues provide assistance and reinforce norms. This interpretation is consistent with the relevance of leadership and HR practices examined by Sahrodi and Karim and with Silalahi and colleagues' study of religious HR practices and work ethics in Indonesian higher education.[44] The present cases add descriptions of development practices but cannot determine the independent contribution of religious routines to professional outcomes.

3. Comparison with Previous Studies

The findings of this study are broadly consistent with previous research identifying structured training, mentoring, further-study support, performance appraisal, and institutional resources as important components of lecturer development. Earlier studies also emphasize the relevance of leadership, organizational culture, and institutional support. The Banten cases extend this discussion by showing how these practices are interpreted and implemented in relation to institutional priorities, resource constraints, and Islamic values. The comparison highlights similarities in the organization of professional development while drawing attention to the contextual conditions shaping its implementation.[45]

At the same time, the findings indicate that lecturer professional development cannot be sufficiently understood by examining individual development activities separately. The

[43] Shahbaz Sharif et al., "Human Resource Management (HRM) Practices and Organizational Commitment in Higher Educational Institution (HEI): A Mediating Role for Work Engagement," *Global Knowledge, Memory and Communication* 75, no. 3–4 (April 3, 2026): 1462–84, https://doi.org/10.1108/GKMC-11-2023-0456; Ramaditya, Effendi, and Burda, "Survival and Human Resource Strategies of Private Higher Education in Facing an Era of Change: Insight from Indonesia"; Muhammad and Nugraheni, "Sustainability of Islamic Banking Human Resources Through the Formulation of an Islamic Accounting Curriculum for Higher Education: Indonesian Perspective."

[44] Sahrodi and Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management"; Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education."

[45] Taylor and Colet, "Making the Shift from Faculty Development to Educational Development"; Fumasoli and Hladchenko, "Strategic Management in Higher Education: Conceptual Insights, Lessons Learned, Emerging Challenges"; Hill and Smith, "Visions of Blended Learning: Identifying the Challenges and Opportunities in Shaping Institutional Approaches to Blended Learning in Higher Education."

emerging pattern suggests that recruitment, training, mentoring, performance appraisal, research support, digital capacity building, and religious-moral formation are related components of lecturer professional development, although their coordination and continuity vary across institutional settings. This configuration indicates a possible conceptual extension of lecturer development from a predominantly competence-oriented process toward an institutionally embedded developmental system in which HR strategies, organizational conditions, and institutional values interact. Thus, the contribution of this study is not simply that these practices exist, but that their interaction appears to shape how professional development is enacted within Islamic higher education.[46]

Previous studies have examined higher education HRM, institutional leadership, professional development, and Islamic institutional values from different perspectives. The present study brings these concerns together through the experiences of institutional leaders, HR personnel, academic leaders, and lecturers in Banten. Its findings show that formal HR mechanisms, including recruitment, training, appraisal, and promotion, were described alongside informal practices such as collegial learning, religious routines, and expectations of exemplary conduct. This combination highlights the relationship between human resource management and value-based understandings of lecturer professionalism in Islamic higher education.[47]

The study also provides a contextual contribution by examining lecturer professional development in Islamic higher education institutions in Banten. The findings describe how development practices were implemented amid financial limitations, workload pressures, unequal access to opportunities, and variations in leadership support. These conditions were associated with uneven implementation of HR strategies, highlighting the relevance of institutional context to the organization and continuity of lecturer professional development. Taken together, these comparisons support a conceptual proposition in which strategic HR practices, institutional conditions, and Islamic value orientation are considered interrelated

[46] Taylor and Colet, "Making the Shift from Faculty Development to Educational Development"; Fumasoli and Hladchenko, "Strategic Management in Higher Education: Conceptual Insights, Lessons Learned, Emerging Challenges"; Hill and Smith, "Visions of Blended Learning: Identifying the Challenges and Opportunities in Shaping Institutional Approaches to Blended Learning in Higher Education."

[47] Sharif et al., "Human Resource Management (HRM) Practices and Organizational Commitment in Higher Educational Institution (HEI): A Mediating Role for Work Engagement"; Ramaditya, Effendi, and Burda, "Survival and Human Resource Strategies of Private Higher Education in Facing an Era of Change: Insight from Indonesia"; Muhammad and Nugraheni, "Sustainability of Islamic Banking Human Resources Through the Formulation of an Islamic Accounting Curriculum for Higher Education: Indonesian Perspective."

dimensions of lecturer professional development. This proposition provides a basis for interpreting the findings and for examining these relationships in future comparative research.

4. Theoretical Contribution

The findings contribute to understanding lecturer professional development as an institutionally embedded process that connects strategic HR practices, organizational conditions, and Islamic value orientation. Recruitment, training, mentoring, performance appraisal, digital capacity building, research support, and promotion represent complementary elements of lecturer development whose implementation is shaped by leadership priorities, academic culture, institutional resources, and policy continuity. The relationship between these elements highlights the importance of aligning formal HR strategies with everyday academic practices and institutional responsibilities. This interpretation strengthens the application of Strategic Human Resource Management in Islamic higher education by emphasizing the organizational and value-based contexts in which lecturer development is managed and sustained.[48]

A second conceptual implication concerns the application of Human Capital Theory within the institutional and value-based context of Islamic higher education. Human Capital Theory helps explain why institutions invest in lecturers as critical knowledge assets, while the present study highlights how institutional culture, leadership, and normative expectations shape the implementation and perceived value of these investments. In Islamic higher education, lecturer development therefore appears to involve not only the accumulation of academic competencies but also the formation of professionals whose conduct and development are aligned with institutional values. This perspective suggests that human capital development in faith-based higher education should account for both academic capability and value-based institutional formation.[49]

A further conceptual synthesis is an institutionally embedded, value-based perspective on HR development. Rather than presenting another list of HR practices, this perspective connects three analytical dimensions: strategic HR practices as components of lecturer development, institutional conditions as enabling or constraining contexts, and Islamic value

[48] Izuakor et al., "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities"; Smith and Gillespie, "Research on Professional Development and Teacher Change: Implications for Adult Basic Education."

[49] Gerhart and Feng, "The Resource-Based View of the Firm, Human Resources, and Human Capital: Progress and Prospects"; Sahrodi and Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management"; Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education."

orientation as a normative framework shaping how professional development is understood and enacted. This conceptual relationship provides a possible explanation for why similar HR strategies may generate different developmental experiences across institutions and why formal HR policies alone cannot adequately explain lecturer professional development in Islamic higher education.[50]

Taken together, the three theoretical perspectives provide an interpretive basis for understanding lecturer professional development as both an academic and institutional process. The practical implication is that institutional leaders should assess lecturer development beyond the number of training activities or individual academic outputs. Development policies need to connect HR practices with leadership support, resource allocation, academic culture, equitable access, and the institution's value orientation. This provides a direction for strengthening the coherence and continuity of lecturer development within Islamic higher education.

F. Conclusion

This study argues that lecturer professional development in Islamic higher education should be understood as a strategic human resource process rather than a fragmented set of training activities. In the three participating institutions in Banten, lecturer development was described through recruitment and selection, training and further-study support, mentoring and peer learning, performance appraisal and promotion, research incentives and publication support, digital capacity building, and religious and moral development. These practices were associated with institutional priorities in teaching, research, career development, and academic identity, although their coordination and continuity varied across institutional settings.

The findings identify leadership commitment, a supportive academic culture, internal collaboration, funding support, and external networks as enabling conditions reported by participants. Limited funding, workload pressure, unequal access to development opportunities, resistance to change, research and publication difficulties, and policy inconsistency were described as challenges. Together, these themes highlight the importance of organizational conditions in translating institutional development priorities into academic practice. Within Islamic higher education, lecturer professionalism was also associated with a dual institutional responsibility: strengthening academic competence while maintaining ethical conduct and

[50] Firmansah, Muqorobin, and Pramadhan, "Integration of Maqasid Sharia in Human Resource Development Practices: A Case Study in Waqf-Based Organization"; Silalahi et al., "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education"; Pandit and Paul, *Strategic Human Resource Management in Higher Education*.

alignment with Islamic institutional values. In this sense, lecturer development is both a performance project and a value project.

The contribution of this study lies in explaining how formal HR development priorities are reflected in everyday academic support and shaped by institutional conditions and Islamic values in the participating higher education institutions in Banten. The findings highlight the importance of managing lecturer development as a coordinated institutional responsibility. For practical implementation, rectorates, academic leaders, and HR units should connect recruitment, training, mentoring, performance appraisal, research support, and promotion with sustained planning, adequate resources, equitable access, and consistent follow-up. Policymakers can support these efforts through coherent policy frameworks, targeted funding, and institutional capacity building that reflect local constraints. These measures should maintain the relationship between academic professionalism and Islamic institutional values. Future comparative and mixed-methods research can examine whether such arrangements are associated with sustained improvements in teaching quality, research productivity, career progression, and institutional performance across broader settings.

REFERENCES

Abboh, Umar A, Abdul H.A. Majid, Mohammad Fareed, and Iyanda Ismail Abdussalaam. "High-Performance Work Practices Lecturers' Performance Connection: Does Working Condition Matter?" *Management in Education* 38, no. 2 (April 6, 2024): 79–90. https://doi.org/10.1177/08920206211051468.

Ahmed, Sirwan Khalid. "The Pillars of Trustworthiness in Qualitative Research." *Journal of Medicine, Surgery, and Public Health* 2 (April 2024): 100051. https://doi.org/10.1016/j.glmedi.2024.100051.

Aithal, P Sreeramana, and Adithya Kumar Maiya. "Innovations in Higher Education Industry – Shaping the Future." *International Journal of Case Studies in Business, IT, and Education* 7, no. 4 (December 18, 2023): 294–322. https://doi.org/10.47992/IJCSBE.2581.6942.0321.

Almusaed, Amjad, Asaad Almssad, and Ibrahim Yitmen. "Qualitative Data Collection and Management." In *Practice of Research Methodology in Civil Engineering and Architecture: A Comprehensive Guide*, 417–54. Springer, 2025. https://doi.org/10.1007/978-3-031-97393-2_13.

Cornelissen, Joep P, and Mirjam Werner. "What Are Mechanisms? Ways of Conceptualizing and Studying Causal Mechanisms." *Organizational Research Methods* 29, no. 2 (2026): 147–76. https://doi.org/10.1177/10944281251318727.

Farndale, Elaine, Jaime Bonache, Anthony McDonnell, and Bora Kwon. "Positioning Context Front and Center in International Human Resource Management Research." *Human Resource Management Journal* 33, no. 1 (January 17, 2023): 1–16. https://doi.org/10.1111/1748-8583.12483.

Firmansah, Yayan, Ahmad Muqorobin, and Galang Pramadhan. "Integration of Maqasid Sharia in Human Resource Development Practices: A Case Study in Waqf-Based Organization."

Journal of Islamic Accounting and Business Research 17, no. 8 (October 14, 2026): 3696–3715. https://doi.org/10.1108/JIABR-09-2024-0329.

Fumasoli, Tatiana, and Myroslava Hladchenko. "Strategic Management in Higher Education: Conceptual Insights, Lessons Learned, Emerging Challenges." *Tertiary Education and Management* 29, no. 4 (December 23, 2023): 331–39. https://doi.org/10.1007/s11233-024-09134-5.

Gerhart, Barry, and Jie Feng. "The Resource-Based View of the Firm, Human Resources, and Human Capital: Progress and Prospects." *Journal of Management* 47, no. 7 (2021): 1796–1819.

Harley, Bill, and Joep Cornelissen. "Rigor With or Without Templates? The Pursuit of Methodological Rigor in Qualitative Research." *Organizational Research Methods* 25, no. 2 (April 20, 2022): 239–61. https://doi.org/10.1177/1094428120937786.

Hart, Patience Fubara, and Waymond Rodgers. "Competition, Competitiveness, and Competitive Advantage in Higher Education Institutions: A Systematic Literature Review." *Studies in Higher Education* 49, no. 11 (2024): 2153–77. https://doi.org/10.1080/03075079.2023.2293926.

Hill, John, and Karen Smith. "Visions of Blended Learning: Identifying the Challenges and Opportunities in Shaping Institutional Approaches to Blended Learning in Higher Education." *Technology, Pedagogy and Education* 32, no. 3 (May 27, 2023): 289–303. https://doi.org/10.1080/1475939X.2023.2176916.

Izuakor, Chiamaka Francisca, Udochukwu Mmaduabuchi Emeghebo, Toochukwu Collins Nwakile, Godfrey Nwabueze Omego, Opeyemi Tolulope Odewale, Blessing Ijeoma Attah, Margaret Ndidiamaka Ezeaku, and Ikechukwu Jerry Ogbonna. "Promotion Incentives and the Dynamics of Research Motivation among Technical and Vocational Education and Training Lecturers in Nigerian Universities." *Discover Education* 5, no. 1 (February 4, 2026): 148. https://doi.org/10.1007/s44217-026-01201-w.

Khoir, Tholkhatul, Syamsul Ma'arif, Misbah Zulfa Elizabeth, and Kartika Indah Permata. "The Narrowing Spaces for Islamic Knowledge at Islamic Higher Education in Indonesia: Opportunity and Challenge." *Higher Education* 90, no. 4 (October 14, 2025): 1145–73. https://doi.org/10.1007/s10734-024-01370-3.

Kramar, Robin. "Sustainable Human Resource Management: Six Defining Characteristics." *Asia Pacific Journal of Human Resources* 60, no. 1 (January 12, 2022): 146–70. https://doi.org/10.1111/1744-7941.12321.

Lim, Weng Marc. "What Is Qualitative Research? An Overview and Guidelines." *Australasian Marketing Journal* 33, no. 2 (May 25, 2025): 199–229. https://doi.org/10.1177/14413582241264619.

Lopes, Ana Lúcia Ferreira. "Beyond the Classroom: Integrating Green Human Resource Management into Faculty Recruitment at FEP (Faculty of Economics, University of Porto) to Enhance Global Sustainability Rankings." University of Porto, 2025.

Majekodunmi, Ayodele Samuel. "Strategic Human Resource Management Practices and Job Satisfaction of Non-Teaching Staff in Public Universities in Lagos State." Kwara State University, 2022.

Marulanda-Grisales, Natalia, and Luz Dinora Vera-Acevedo. "Analysis of Core Competences and Competitive Advantages in Higher Education Institutions: An Intellectual Capital Approach." *Knowledge Management Research & Practice* 21, no. 5 (September 3, 2023): 957–71. https://doi.org/10.1080/14778238.2022.2118636.

May, Carl R., Bianca Albers, Mike Bracher, Tracy L Finch, Anthony Gilbert, Melissa Girling, Kathryn Greenwood, et al. "Translational Framework for Implementation Evaluation and Research: A Normalisation Process Theory Coding Manual for Qualitative Research and

Instrument Development." *Implementation Science* 17, no. 1 (February 22, 2022): 19. https://doi.org/10.1186/s13012-022-01191-x.

Mohd Sofian, Mohd Redzuan, Thi Ngoc Quynh Huynh, and Jan Vrba. "Maximizing Efficiency in University Human Resources Management for Lecturers." *International Journal of Public Administration, Management and Economic Development* 9, no. 1 (June 30, 2024): 160–66. https://doi.org/10.60026/ijpamed.v9i1.180.

Muhammad, Rifqi, and Peni Nugraheni. "Sustainability of Islamic Banking Human Resources Through the Formulation of an Islamic Accounting Curriculum for Higher Education: Indonesian Perspective." *Sage Open* 12, no. 1 (January 7, 2022): 21582440221079840. https://doi.org/10.1177/21582440221079838.

Owusu-Agyeman, Yaw. "Using Multilevel Mentoring as a Situated Learning Approach to Enhance the Professional Development of Teachers in Higher Education." *Journal of Professional Capital and Community* 9, no. 1 (January 2, 2024): 19–36. https://doi.org/10.1108/JPCC-03-2023-0016.

Pandit, Jai Mohan, and Bino Paul. *Strategic Human Resource Management in Higher Education*. *India Studies in Business and Economics*. Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-99-4067-7.

Paudel, Krishna Prasad, Prakash C Bhattarai, and Mahanand Chalise. "Interdependencies between Knowledge Management and Academic Performance in Higher Educational Institutions." *VINE Journal of Information and Knowledge Management Systems* 53, no. 4 (May 29, 2023): 748–65. https://doi.org/10.1108/VJIKMS-01-2021-0005.

Priyadarshini, Priya, and Purushothaman Chirakkuzhyil Abhilash. "Rethinking of Higher Education Institutions as Complex Adaptive Systems for Enabling Sustainability Governance." *Journal of Cleaner Production* 359 (July 2022): 132083. https://doi.org/10.1016/j.jclepro.2022.132083.

Ramaditya, Muhammad, Syahrul Effendi, and Agustian Burda. "Survival and Human Resource Strategies of Private Higher Education in Facing an Era of Change: Insight from Indonesia." *Frontiers in Education* 8 (March 20, 2023): 1141123. https://doi.org/10.3389/feduc.2023.1141123.

Ren, Shuang, Fang Lee Cooke, Günter K Stahl, Di Fan, and Andrew R Timming. "Advancing the Sustainability Agenda through Strategic Human Resource Management: Insights and Suggestions for Future Research." *Human Resource Management* 62, no. 3 (May 3, 2023): 251–65. https://doi.org/10.1002/hrm.22169.

Sahrodi, Jamali, and Abdul Karim. "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management." *Cogent Arts & Humanities* 12, no. 1 (December 31, 2025): 2442818. https://doi.org/10.1080/23311983.2024.2442818.

Sandmann, Lorilee R, John Saltmarsh, and KerryAnn O'Meara. "An Integrated Model for Advancing the Scholarship of Engagement." In *Building the Field of Higher Education Engagement*, 137–52. New York: Routledge, 2023. https://doi.org/10.4324/9781003443353-9.

Schlunegger, Margarithe Charlotte, Maya Zumstein-Shaha, and Rebecca Palm. "Methodologic and Data-Analysis Triangulation in Case Studies: A Scoping Review." *Western Journal of Nursing Research* 46, no. 8 (August 30, 2024): 611–22. https://doi.org/10.1177/01939459241263011.

Sharif, Shahbaz, Shahab Alam Malik, Nimra Arooj, and Omaima Munawar Albadry. "Human Resource Management (HRM) Practices and Organizational Commitment in Higher Educational Institution (HEI): A Mediating Role for Work Engagement." *Global Knowledge, Memory and Communication* 75, no. 3–4 (April 3, 2026): 1462–84.

https://doi.org/10.1108/GKMC-11-2023-0456.

Silalahi, Sahat, Adi Hutomo, Agung Sutoto, Slamet Susilo, Lisa Yuniarti, Mohammad Mulyadi, and Hotnier Sipahutar. "Shaping Organizational Image through Strategic Religious HR Practices and Work Ethics in Indonesian Higher Education." *Problems and Perspectives in Management* 23, no. 4 (October 14, 2025): 13–28. https://doi.org/10.21511/ppm.23(4).2025.02.

Smith, Bethany, and Lynne Wyness. "What Makes Professional Teacher Development in Universities Effective? Lessons from an International Systematised Review." *Professional Development in Education* 51, no. 7 (December 17, 2025): 1550–72. https://doi.org/10.1080/19415257.2024.2386666.

Smith, Cristine, and Marilyn Gillespie. "Research on Professional Development and Teacher Change: Implications for Adult Basic Education." In *Review of Adult Learning and Literacy, Volume 7*, 7:205–44. New York: Routledge, 2023. https://doi.org/10.4324/9781003417996-7.

Succarie, Ayda. "Examining the Implications of Islamic Teacher Education and Professional Learning: Towards Professional Identity Renewal in Islamic Schools." *Education Sciences* 14, no. 11 (October 31, 2024): 1192. https://doi.org/10.3390/educsci14111192.

Taylor, K Lynn, and Nicole Rege Colet. "Making the Shift from Faculty Development to Educational Development." In *Building Teaching Capacities in Higher Education*, 139–67. New York: Routledge, 2023. https://doi.org/10.4324/9781003443346-10.

Tejedor, Gemma, Fermín Sánchez-Carracedo, and Jordi Segalàs. "Education for Sustainable Development in Higher Education Institutions." In *World Sustainability Series*, Part F2517:45–60, 2024. https://doi.org/10.1007/978-3-031-49853-4_4.

Tuytens, Melissa, Eva Vekeman, and Geert Devos. "A Focus on Students' and Teachers' Learning through Strategic Human Resource Management." *School Effectiveness and School Improvement* 34, no. 2 (April 3, 2023): 247–70. https://doi.org/10.1080/09243453.2023.2172049.

Varpio, Lara, Maria Athina Martimianakis (Tina), and Maria Mylopoulos. "Qualitative Research Methodologies: Embracing Methodological Borrowing, Shifting and Importing." In *Researching Medical Education*, 115–25. Wiley, 2022. https://doi.org/10.1002/9781119839446.ch11.

Wawak, Slawomir, José Pedro Teixeira Domingues, and Paulo Sampaio. "Quality 4.0 in Higher Education: Reinventing Academic-Industry-Government Collaboration during Disruptive Times." *The TQM Journal* 36, no. 6 (June 25, 2024): 1569–90. https://doi.org/10.1108/TQM-07-2023-0219.

Welch, Catherine, Eriikka Paavilainen-Mäntymäki, Rebecca Piekkari, and Emmanuella Plakoyiannaki. "Reconciling Theory and Context: How the Case Study Can Set a New Agenda for International Business Research." *Journal of International Business Studies* 53, no. 1 (February 14, 2022): 4–26. https://doi.org/10.1057/s41267-021-00484-5.

Zongyu, Yao, and Krisada Chienwattanasook. "Sustainable Human Resource Management on Professional Identity and Job Performance of University Lecturers by Appointment System in China." *Revista de Gestão Social e Ambiental* 18, no. 6 (March 27, 2024): e05387. https://doi.org/10.24857/rgsa.v18n6-031.